



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 148123

DfES Number: 516093

INSPECTION DETAILS

Inspection Date 10/01/2005
Inspector Name Diane Mary O'Neill

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Hall Grove Community Pre-School
Setting Address Hall Grove
Welwyn Garden City
Hertfordshire
AL7 4PH

REGISTERED PROVIDER DETAILS

Name Hallgrove Pre-School 1036800

ORGANISATION DETAILS

Name Hallgrove Pre-School
Address Hall Grove
Welwyn Garden City
Hertfordshire
AL7 4PH

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Hall Grove Community Pre School has been in operation for about 20 years. It operates from the Ludwick Family Club, which is part of the Hall Grove Community, in Welwyn Garden City. It operates from the main playroom, and has use of toilet facilities and two large halls. There is also an office that can be used for meetings and talking with parents. A maximum of 25 children may attend the Pre- School at any one time. The Pre School is open Monday to Friday 9.15 am to 11.45 am, and Monday and Thursday afternoons 12.15pm to 14.45 pm. All the children have access to the secure enclosed outside play area.

There are currently 56 children aged from 2.9 months to 5 years on roll. Of these 32 children receive funding for nursery education. Children come from the Hall Grove area and some other areas of Welwyn Garden City. The Pre School currently supports a number of children with special educational needs, and currently has no children attending who speak English as an additional language.

The Pre School employs 5 staff plus bank staff and occasional volunteers. The manager and, 3 staff hold appropriate early years qualifications, three are no other staff currently working towards qualifications. The Pre School have input from a qualified teacher and development worker.

How good is the Day Care?

Hall Grove Community Pre-School provides satisfactory care for children.

The pre-school provides a very welcoming environment for all children and their parents. There are effective routines in place which are understood by staff, children and their parents. Throughout the provision staff's interaction with the children is excellent. This enables the children to settle well into the daily routines as well as giving reassurance to children who are new to the pre-school.

The staff have a good awareness of health and safety practices and procedures.

Daily risk assessments are carried out visually and formally recorded on a regular basis. The staff are deployed effectively within the setting to ensure the safety and wellbeing of the children both inside and outside the premises.

There is a suitable variety of toys and resources accessible to the children within the provision. All areas of space inside are used to their full potential to benefit the play and learning opportunities for all children. When weather permits there is available outside play space. There needs however to be some development in the resources and planning of activities to ensure they cover all areas of equal opportunities, as well as developing the children's exploration, investigation and independent skills.

Staff have a good working relationship with the parents. There are effective key worker systems in place, as well as information sharing which is delivered formally and informally.

There is a clear and effective behaviour management procedure in place that takes account of all the children's ages, understanding and abilities. Staff deal with situations in a firm but caring manner, enabling children to learn, to share and take turns.

Documentation is well organised, and regular staff meetings ensure all relevant information is well shared. Staff do need to ensure that the registration system records arrivals and departures of all children and staff within the pre-school.

What has improved since the last inspection?

At the last inspection the provider agreed to have written policies regarding outside play, administration of medication, a clear policy on the exclusion of children who are ill or infectious. This should include a procedure for contacting parents if a child becomes ill whilst in day care. There was also to be a written statement on behaviour management, complaints. These policies are now all in place. They agreed to conduct a risk assessment; the pre-school now has a Pre school Learning Alliance risk assessment and written procedures in place. The Pre School has also ensured that drinking water is available daily throughout the running of the session, for the children.

What is being done well?

- There are good staffing levels in place that include effective key worker systems. This enables a high level of interaction between the staff and children at all times.
- The staff have a very good understanding of health and safety both inside and outside of the pre-school. This is evident by the risk assessment and checklists in place. They effectively supervise the children to reduce any risks that may occur. The pre-school is committed to promoting good hygiene through their routines, practice and policies.
- The staff are consistent and use positive methods in their approach to managing children's behaviour. They skilfully negotiate any disagreements

and promote social skills such as sharing and taking turns. The children are aware of the boundaries and they behave well and enjoy playing together.

- There is a very good partnership with parents where effective procedures are in place for the sharing of all information about their children. This is done through daily discussion, notice boards outlining the day and weekly events and children's assessment records. They can at any time speak to any of the staff about their child. Parents also have access to the playgroups policies and procedures.
- Good organisation and management, with a dedicated staff team working very well together, ensures that the children's individual needs are met. The staff use their regular meetings to keep up-to-date with current legislation and guidance.

What needs to be improved?

- registration to include attendance and departure times of staff and children.
- enable children more choice, exploration, and independence within the resources and daily routines.
- develop play materials and resources to cover all areas of equal opportunities.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

There are no complaints to report.

Outcome of the inspection

Satisfactory

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	Ensure an accurate record of the children and staff's attendance is kept which includes arrivals and departure times.
3	Extend current practice to enable children to choose, explore, investigate and expand their independence skills.
9	Expand current play materials and resources to ensure children have access and knowledge of all areas of equal opportunities.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

The provision for nursery education at Hall Grove Community Pre-School is good. Children are making very good progress towards the early learning goals in their personal, social and emotional development and physical development, and generally good progress in all other areas of learning.

The quality of teaching is generally good. Staff have a clear knowledge and understanding of the foundation stage, and use planning fairly successfully in most areas to introduce children to an effective learning environment. There are some areas that could do with further development.

Planning and assessment within the pre-school is generally good. They use observations and assessment to track children's progress in relation to the stepping stones. However children's progress in some areas of learning and use of assessment records could be further extended to ensure children reach their full potential. The key worker system enables staff to be aware of all the children's learning and development.

Leadership and management is generally good. The pre-school benefits from a dedicated and committed staff team who work closely together ensuring the needs of all the children are met, including those with special educational needs.

Partnership with parents and careers is very good. Parents are welcomed into the pre-school and there are opportunities to talk informally and formally with staff. Parents have access to children's development and achievement records. There is up to date information on the activities and topics being covered, so parents can continue any learning opportunities at home.

What is being done well?

- Children's personal, social and emotional development is given high priority, which helps children gain in confidence, and helps develop their feelings of security. Staff give the children clear and constant boundaries that help them understand right from wrong.
- Children are confident speakers and listeners; staff develop children's confidence to speak as part of the group and in small peer groups. Children take turns to talk and interact well developing good conversation skills. They listen well to others and concentrate during story time.
- Children's physical development is well fostered in all areas. There is a good selection of resources to extend children's learning capabilities. For example, sit and ride toys, climbing and balancing equipment, throwing and catching skills. Toys to define, fine motor skills such as glue sticks, drawing and mark

making materials and construction opportunities.

- Use of resources and space is used well to promote and challenge children's learning in most areas. Staff ensure that equipment and toys are readily available to the children, to enhance and help their learning potential. Staff are deployed skilfully throughout the setting to provide children with support and guidance.
- Parents are warmly welcomed into the setting. There is a good informal and formal system in place for the sharing of information; some of this is linked to the key worker system.

What needs to be improved?

- Opportunities for children to explore mathematical concepts, such as positional language, shapes, space and measurement, through practical and well planned activities.
- Opportunities for children to develop their learning of linking sounds and letters through well planned activities.
- Opportunities for children to explore ICT, cultural awareness and looking at beliefs of other people, through practical and well-planned activities.
- Opportunities for children to explore, colour, shape and texture through practical activities. The use of pre-cut shapes and templates should be reduced, to enable children more scope within their creative learning.
- Develop systems for the monitoring and evaluation of children's learning, which includes sufficient challenge, to enable children to reach their learning potential.

What has improved since the last inspection?

Due to change in management at the pre-school, the staff have covered some elements of the key issues raised at the last inspection. However there are still some outstanding areas that require attention.

At the last inspection the key issues for action were, "Plans need to be written on a weekly basis to ensure balanced coverage of the six areas of educational programme and to provide for progression and continuity". Plans are now in place covering long, medium and short term planning.

It also stated, "in order to develop their knowledge and understanding of the world, the children should have more opportunity to explore and talk about natural and made objects and to record their observations. They also need to use technology such as a telephone that rings or a tape recorder to support learning." Technology and how things work is an area the pre-school needs to develop in children's learning.

Another key issue was, "the children need access to a wide range of creative

materials in order to explore colour, shape and texture. The use of pre-cut shapes and templates should be reduced. The children's work should be mounted and displayed effectively." Children's work is displayed, and they have access to creative materials. However children's learning of colour, shape and texture could be developed more.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are very motivated and keen to learn. They show high levels of concentration and are absorbed in their chosen activities. They listen attentively during story and discussion time and play well beside their peers. They are starting to form friendships with both children and adults. They are learning to share and take turns such as playing with physical play equipment. Children's self-esteem and independence is well developed with good support from adults.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are confident speakers and engage easily in conversation with their peers and adults. This is especially evident when playing in the home corner at role-play, where one little boy talked about the price of eggs. Children's opportunities to practice linking sounds and letters, and good use of books is not fully used to extend their learning potential. Children have good opportunities to use a variety of materials to enhance their mark making skills and use of tools.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are beginning to confidently use numbers for counting, such as how many children present at registration time and when doing every day activities numbers are often included, as is the use of known nursery rhymes to extend counting. Children are starting to do simple pattern making and some use of calculation. There is however limited opportunities to develop children's learning of shape, position, and basic practical problem solving.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children explore and investigate in their play, such as using the sand to find toys, watching the sand trickle from a funnel. They confidently use their construction skills to build and play with train tracks, and other construction materials. There are limited opportunities for the children to explore the use of information technology in every day play situations. Also limited learning of cultures and beliefs. Children confidently talk of past events, such as going to the seaside.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently and demonstrate a good awareness of space as they move independently around the activities both inside the playroom and in the halls, when set up with physical activities. Staff ensure that within the planning, there is a variety of opportunities for the children to play and learn with different play materials, such as climbing, balancing, using the balls and bean bags, as well as activities to help build confidence with hand and eye coordination.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children are able to explore colour, texture, and shape, through various resources such as play dough, making pictures from different materials. However the children's learning opportunities it is not fully extended or challenged, when these activities are available. Children are able to use their imagination through role-play and dressing up and small world play such as the cars, play people and animals. Children actively join in and choose favourite songs at singing time.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- Extend opportunities for all children to have an increasing awareness of letters and the sounds they make, mathematical concepts of position, shape and space, the exploration of colours and texture, with limited use of pre cut shapes.
- Extend opportunities and resources for children to access ICT equipment and programmable toys, and to develop their knowledge and understanding of different cultures and beliefs.
- Further extend learning opportunities to ensure children reach their full potential, with the use of clearer evaluation and monitoring systems.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.